



# **SIXTH FORM COURSES 2010 / 2012**

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2010/2012

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# THE SIXTH FORM

## MAKING CHOICES

Your choice of Sixth Form course is crucial. It is very difficult to succeed in a course which you do not **enjoy**, and yet certain A levels or IB subjects are essential for particular careers. It is, therefore, imperative to consider both your **future career** and your **choice of degree subject** or subjects, as well as being realistic about your academic strengths and interests before making your choice. At the very least, you must choose subjects in which you are **likely to succeed** and which do not close down any career options which interest you significantly.

There is a big difference between GCSE's and the Sixth Form courses we offer and students must recognise that hard work and independent study are essential if you are to succeed. The Sixth Form is an opportunity to study academic subjects in depth, have a degree of specialisation and become an independent learner.

## TUTOR PROGRAMME

Each member of the Sixth Form is allocated to a Tutor and it is the responsibility of the Tutor to monitor the academic progress and general welfare of their tutees. During the Sixth Form we would hope that all students will maximise opportunities, realise their talents and potential, and develop good self discipline and time management.

## GENERAL PROGRAMME

All Sixth Formers at Ardingly College take part in the 'General Programme'. This is a two year course which covers *Life Skills (PHSE)*, *Study Skills*, *Higher Education choices*, *University application workshops*, *Career Guidance and Education*, *Interview Preparation* and *Interpersonal Skills*. It is an opportunity for International Baccalaureate and A Level students to study alongside one another in an interactive and student centred environment.

Miss J Collier  
Head of Sixth Form

## ADVANCED LEVEL

The new Advanced Level courses commenced in September 2008. The main changes have been designed to reduce the amount of coursework and the number of examinations completed by students. The courses are split into four units (six for Mathematics, Music and Science). Two of these units are examined in the Lower Sixth and contribute to an Advanced Subsidiary award. Students who pass this first level then study a further two, more challenging units in the Upper Sixth. The combined mark for all four units determines the final Advanced Level grade.

Advanced Subsidiary Units will be examined in June at the end of the Lower Sixth, providing students with clear feedback about their performance and evidence of academic potential to prospective universities.

Top universities require students to study four subjects at Advanced Subsidiary level and at least three of these through to full Advanced Level. The new Advanced Level provides greater discrimination for universities by awarding an A\* grade to all students who score over 90% of the available marks in the Upper Sixth units.

Course available from September 2010:

- Art and Design
- Biology
- Business Studies
- Chemistry
- Classical Civilisation (dependent upon demand)
- Design and Technology
- Drama and Theatre Studies
- Economics
- English (Literature)
- Geography
- History (Modern)
- Latin
- Mathematics and Further Mathematics
- Modern Languages: French, German and Spanish
- Music
- Physical Education
- Physics
- Psychology
- Religious Studies

## INTERNATIONAL BACCALAUREATE DIPLOMA

The International Baccalaureate Diploma programme is a two year course of study designed to provide academic rigour, breadth and coherence. It is genuinely international, with more than 45,000 students across 100 countries studying for the Diploma each year. As such, it is recognised by universities throughout the world.

In order to gain a Diploma, students must study six subjects across six distinct curriculum areas. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). Students are examined through coursework and examinations in the May of the final year of the course. Each subject is graded on a scale from 1 to 7. In addition, up to 3 points are awarded for the compulsory core: Extended Essay, Theory of Knowledge and Creativity, Action and Service. To be eligible for a Diploma, a student must score at least 24 points out of the maximum of 45.

Diploma subjects available from September 2010:

Group 1: First Language	English, German, Mandarin
Group 2: Second Language	French, German, Latin, Spanish, Mandarin
Group 3: Individuals and Societies	Business and Management, Economics, Geography, History, Philosophy
Group 4: Experimental Sciences	Biology, Chemistry, Design Technology, Physics
Group 5: Mathematics	Mathematics, Mathematical Studies
Group 6: Arts and Electives	Music, Theatre Arts, Visual Art OR a second subject from group 2, 3 or 4.

Core Programme:

Theory of Knowledge	This challenges students to think about what they know and how they know it. It encourages clear and precise use of language, exploration of the nature of truth, systems of knowledge and judgements.
Creativity, Action and Service	Each student spends about an hour per week on some form of creative or aesthetic activity, physical exercise and community service. They need to demonstrate completion of 150 hours of involvement over the course.
Extended Essay	A substantial piece of independent research.

## SUBJECT AVAILABILITY AND ENTRY REQUIREMENTS

In order to qualify for entry into the Sixth Form at Ardingly College, you will need to gain six or more GCSE's at grade B. You will need to achieve at least a B grade in the subject you wish to study at HL or AS Level (you should look carefully at the specific requirements below).

These criteria are based on past experience and are intended to prevent students from beginning courses in which they are unlikely to cope.

<b>Subject</b>	<b>AL</b>	<b>IB HL</b>	<b>IB SL</b>	<b>Additional Information</b>
Art	✓	✓	✓	
Biology	✓	✓	✓	
Business	✓	✓		Grade B in Mathematics and English
Chemistry	✓	✓	✓	
Classical Civilisation	✓			
Design & Technology	✓	✓	✓	
Drama/Theatre Studies	✓	✓	✓	
Economics	✓	✓	✓	Grade B in Mathematics and English
English	✓	✓	✓	
French	✓	✓	✓	
Geography	✓	✓	✓	
German	✓	✓	✓	
History	✓	✓	✓	
Latin	✓		✓	
Mathematics	✓	✓	✓	
Mathematics (Further)	✓		✓	Grade A* at GCSE or the equivalent
Music	✓	✓	✓	
Physical Education	✓			
Physics	✓	✓	✓	
Psychology	✓			Grade B in English, Mathematics and Additional Science
RS/Philosophy	✓	✓	✓	
Spanish	✓	✓	✓	Ab initio Spanish (beginners) is also available on the IB

## OXBRIDGE

Pleasing numbers of candidates apply to Oxbridge each year; there were 24 applicants in 2007, 26 in 2008 and we anticipate 28 for 2009. Entry into these two prestigious universities is understandably highly competitive and some preparation is required to give candidates the best chance of success.

All Departments at Ardingly will support potential applicants, providing reading lists, suggesting appropriate work or organizing specialist meetings, perhaps with visiting speakers, but there are no Oxbridge classes as such. Specific preparation for tests (for example in Physics, History, English or Maths) can also be given but the onus is on the candidate to seek guidance and to make available in their own routines the necessary time for this commitment.

Potential candidates for Oxford or Cambridge are invited to a preliminary meeting early in the Lent term of the Lower Sixth. The names of those attending are then compared with those provided by Departments and any other nominees are invited to future meetings. Over the following weeks, the Oxbridge Co-ordinator will see each potential applicant individually and advise on courses and preliminary reading.

Thereafter, subject-based meetings may be held and all members of the Oxbridge group are encouraged to attend, whether the topic is relevant to their chosen degree course or not. We have had, for example, stimulating meetings on biomedical engineering, HIV research, law, ethical reporting, World War One and the history of mathematics. Talks can be arranged to match the interests of the group. There is also an opportunity to meet and question recent graduates or those currently at Oxford or Cambridge.

Oxbridge candidates are interesting and interested. Further stimulus for intellectually active students can also be found in other groups and meetings, for example Sophos (a philosophy society), the Debating Society and Amnesty International. Contributions to the projects in the Gambia or Kenya and other field trips, exchanges, work experience and visits abroad further support the academic development of motivated students.

The final phase of preparation, for those who finally decide to apply (and following summer exams and preliminary predictions this may not be appropriate for everyone in the group), guides the candidates through the selection of a college and the writing of their UCAS personal statements. Mock interviews are arranged, in September of Upper Sixth, with an external interviewer and candidates receive both oral and written feedback. Further interview experience can be purchased by candidates from one-day seminars run by an outside organization, *Oxbridge Applications*.

Oxbridge is not for everyone. The style of teaching, the demanding courses, the pace and intensity of the work do not suit anyone but the most intellectually passionate and curious academics who can add an intuitive spark to sheer hard work. But if you think you can rise to the challenge, then Ardingly will give you every support.

Mr J H S Witherington, Oxbridge Co-ordinator

## ART

The study of art enables students to express ideas and feelings in visual form. We train our students to be observant, creative and imaginative which leads to the development of independent thinkers, supporting many pupils in their later life. Every year we have students going on to Art and Design courses and degrees at colleges such as Brighton University or Central St Martins in London. A foundation course in art is a critical stepping stone to finding the specialist degree route suitable for all individual artists, whether they progress onto Architecture, Animation or Illustration.

### A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	9	45	33	11	11			100	78
5 year	36	48	19	16	11	3	3	97	67

Art is becoming an increasingly popular subject with our outstanding facilities and opportunities for the students to produce exciting work.

#### **Art & Design, Edexcel, 8AD01**

AS - There are two units in this course both worth 50% each. Unit 1 is the coursework module, beginning with the acquisition of skills such as drawing, painting, printmaking, sculptural and textiles techniques. These practical skills are supported by personal research and responses to artists, times or cultures. Students then undertake a period of developing and exploring individual ideas before producing a final piece.

Unit 2 is the exam module. This consists of an externally set paper, given out in February, with a thematic title (similar to GCSE) that the students can develop in a multitude of personal directions. The preparatory period should run consecutively with the end of Unit One and is followed by the timed 8 hour exam in which candidates produce an outcome.

#### **Art and Design, 2200, AQA**

A2 is currently entered under a different exam board, AQA. Unit 3 is a coursework practical project supported by a written personal study. The exam Unit 4, has a short 4 week preparatory period and 15 hour exam at the end.

### IB LEVEL

Exam results

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	5	20	40	40				100	5.80	4.87
(SL)	4		50	50				100	5.50	4.46
5 year (HL)	29	14	18	28	34	3	3	59	4.93	
(SL)	6		33	67				100	5.33	

#### **Visual Arts**

The courses will begin with the acquisition of basic art skills such as printmaking, ceramic or drawing techniques. The theme for the entire two years is that of 'Senses' and the students work will be directed from this very broad starting point. Initially projects are devised by the teaching staff, but all candidates are expected and encouraged to become more independent as the IB progresses into the Upper Sixth.

The Standard Level students are expected to complete around 8 or 9 projects over the two years, whereas the Higher Level students will need to complete 12 or 13. Alongside their studio work they will need to explore ideas, research artists and cultures and develop their themes in their work journals. These will take 30% of the marks and the remaining 70% goes towards the studio work. At the end of the two years the students mount an exhibition and are interviewed by an external examiner. There is no set exam.

#### **Department:**

Mrs C Grover BA, Head of Department  
Miss C Price BA

Mrs S Winter BA MA - Part Time

# BIOLOGY

'Biology: the study of life and living things'. This definition is true; but in the 21st century, there is so much more to Biology than that.

Biology is arguably the least understood, fastest moving and most contemporary science subject. Recent years have seen dramatic advances in the Biosciences, to the extent to which some, such as in genetics and cell biology, have been described as 'revolutionary'. It is rare to pick up a newspaper without finding a biologically related story. Many of these advances are posing fundamental social and ethical challenges and it is vital that all educated people understand the science behind these discoveries in order to present a reasoned opinion of how such knowledge should be used for the future welfare of life on this planet.

Biology is widely regarded as a subject which offers good progression prospects to higher education and employment giving access to a range of popular career routes, not only those of the medical and related professions.

## A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	4	25	25		50			100	50
5 year	42	14	24	29	14	19		100	38

## ***Biology H021 H421 OCR***

The specification is divided into topics, each covering different key concepts in Biology. Applications of biology are covered throughout the specification. At both AS and A2 there are two written papers and an internally assessed practical skills paper, made up of practical tasks which are undertaken throughout the course.

The AS course lays the foundational biological principles of Cells, Exchange, Transport and Biological Molecules, and then leads on to explain how these relate to Biodiversity and Human Interactions.

In A2, students build on these principles to learn about Communications, Homeostasis and Energy, Biological control mechanisms and Genomes and the Environment.

## IB LEVEL

Exam results

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	18	22	50	22	6			94	5.89	4.18
(SL)	11	18	27	46		9		91	5.45	4.21
5 year (HL)	83	11	45	24	14	5	1	80	5.39	
(SL)	36	17	31	31	14	8		79	5.33	

## ***Biology IBS and IBH***

Students can study Biology IB at either Higher or Standard Level; each being taught in separate groups. Both courses share a common biological core, with extension material for the HL students. In addition, 2 units are studied from optional topics; these are Human Health and Nutrition (SL), Ecology and Conservation (SL /HL) and Further Human Physiology (HL). All IB students must carry out practical work and experiments as part of their course and, in addition, take part in the Group IV Project when they work as a team with other Science students.

Together with A level Biologists, IB students attend a residential field trip in the Michaelmas term of their Upper Sixth year.

## **Department:**

Mrs J Vatcher BSc, Head of Department

Miss H L Stuart BSc

Mrs H J Waugh BSc

Dr P J Wilkin BSc PhD, Head of Science

## BUSINESS

Students learn to apply business theory to the real world. The focus is on contemporary issues, for example entrepreneurship, customer service and emerging markets, considering both fictional and real world business issues, such as: *Is Sainsbury's new eco-campaign effective? Can Facebook be worth \$10bn? Is this the end of work-life balance?* There is a modern feel to the subject, further emphasised by the inclusion of topics such as globalisation and branding. Many students choose Business because of its diverse nature and it prepares them well for studying related courses at University. We expect students to be enthusiastic and willing to get involved in lessons, particularly projects and presentations.

### A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	21	33	48	14	5			100	81
5 year	118	28	36	25	9	2		100	64

### ***Business Studies, 2130, AQA***

At AS students study two units. The first, Planning and Financing a Business, gives an introduction to Business Studies, an overview of activities involved in setting up a small business and a background to financial planning. This enables students to think in an entrepreneurial style. The second unit, Managing a Business, focuses on Finance, People, Operations Management and Marketing.

At A2 there are two more units. The first, Strategies for Success, looks at the four functional areas of business in turn: Financial strategies and accounts; Marketing strategies; Operations strategies; and HR strategies. The second unit, The Business Environment and Managing Change, looks at mission, aims and objectives, external influences and managing change.

### IB LEVEL

Exam results

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	7	13	29	29	29			71	5.29	4.53
5 year (HL)	45	4	27	40	27	2		71	5.04	

### ***Business and Management (HL only)***

The Business and Management programme aims to explore business issues from different cultural perspectives, encouraging a holistic view of the world of business. Students are expected to think critically and are also asked to evaluate decisions made in business. The course enables a student to appreciate the pace, nature and significance of change. Topics studied include: business organization and environment; human resources; accounts and finance; marketing; operations management; and business strategy.

### **Department:**

Mr D Davies BSc, Head of Department  
 Miss J Collier BSc, MEd, Head of Sixth Form  
 Miss M Shaikh BA  
 Mr M Threadgold BSc

# CHEMISTRY

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is called the *central science*, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study within its own right, it is an essential requirement for many courses in higher education, such as medicine and biological and environmental sciences and serves as useful preparation for employment.

## A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	4	75	25					100	100
5 year	34	44	21	17	12	6		100	65

## Chemistry B (Salters) – H035/H435 OCR

In contrast to the traditional 'topic-based' approach, Chemistry B (Salters) is 'context-led'. Chemical concepts are introduced within a relevant, contemporary context. Students, for example, look at the molecules that make up our bodies and how they got there, the story of petrol and the serendipitous nature of many chemical discoveries. Amongst other things, they get to synthesise aspirin and try out a breathalyser! The chemical ideas are 'drip fed' allowing students to revisit a particular topic several times. A2 students undertake a four week Chemical Investigation. This may involve some novel research. The topic will be decided by negotiation between the students and their teachers.

## IB LEVEL

Exam results

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	12	17	17	41	25			75	5.25	4.40
5 year (HL)	39	15	28	33	23			76	5.36	
(SL)	2	50			50			50	5.50	

In addition to the traditional topics, such as atomic structure, chemical bonding, the periodic table and organic chemistry, options are available for study. Some of these include, *Human Biochemistry*, *Medicines and Drugs*, and *Modern Analytical Techniques*. All students undertake a common core syllabus, a common internal assessment (IA) and have some overlapping elements in the options studied. Students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options.

## Department:

Mr R Crook BSc, Head of Department  
Miss L J Gurd BSc  
Mrs G Parsons BSc  
Mr M J Pascoe BSc

## CLASSICAL CIVILISATION

There cannot be many aspects of our own lives that do not have their origin in or have been influenced by the Classical world: our language and legal system, the shape of our buildings, art and sculpture, history and political systems, education, mathematics and astronomy, philosophy, poetry and drama. The legacy of the Classical world to European culture is immense and someone with knowledge of such a legacy acquires a valuable historical perspective to anything else he or she studies.

The very breadth of the subject enables it to combine well with most others in the curriculum: Art, History, English, Modern Languages, Theatre Studies, Religious Studies and Philosophy are particularly appropriate. A student of Classical Civilisation is open to a wide range of ideas, acquires an appreciation of art, literature and history; has a broad cultural awareness and an understanding of the influence of the past on the present. These skills will equip such a student for many different types of university course and career.

Useful attributes for the prospective student of Classical Civilisation would be an interest in the past, a willingness to read and explore, careful observation, the ability to draw conclusions from evidence and to argue viewpoints both orally and on paper and the lateral thought to be able to make connections between different disciplines. No knowledge of Latin or Greek is required and it is not necessary to have studied Classical Civilisation for GCSE.

### ***OCR Advanced GCE in Classics: Classical Civilisation [H441]***

The AS provides a wide range of options from which candidates select two: Archaeology: Mycenae and the Classical World; Homer's Odyssey and Society; Roman Society and Thought; Greek Tragedy in its Context; Greek Historians; City Life in Roman Italy.

The A2 provides four further options from which two are chosen: Roman Britain; Art and Architecture in the Greek World; Comic Drama in the Ancient World; Vergil and the World of the Hero.

Did Troy really exist? Was there a Trojan War? Did all Romans love watching chariot races or gladiators slaughter each other? Were women treated as second class citizens? Why did Oedipus gouge out his own eyes? Is it right to disobey the law to follow one's conscience? Why are there few straight lines in the Parthenon? Why are there so many naked bodies on Greek pots? Can you trust anything a historian tells you? How many brothels were there in Pompeii?

If you are curious about the answers to questions such as these, then Classical Civilisation is the subject for you. Current topics (AS) being studied are Greek Historians and Roman Society and thought.

This subject may not be available every year, those interested should enquire of the Head of Department, the Head of Sixth Form or the Director of Studies.

### **Department:**

Mr J H S Witherington BA, MLitt

## DESIGN & TECHNOLOGY

If you have ever watched “Dragons Den” and harboured the dream of creating your own business, Design and Technology teaches you the skills and knowledge to one day turn that dream into a reality.

### A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	5			80	20			100	
5 year	37	14	27	46	14			100	41

### *Design & Technology WJEC*

A course in Design and Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Design and Technology develops candidates' interdisciplinary skills and their capability for imaginative, innovative thinking, creativity and independence.

Design and Technology is an exciting subject due to its balance of theory and practical work and is accepted by all Universities. This subject combines well with Business Studies, Sciences or Mathematics. Experience of this course should prove invaluable to candidates' future lives and careers, particularly those wishing to pursue a career in architecture, engineering or other design associated courses.

AS Design and Technology assesses candidates knowledge and understanding through a theory examination (40%) and a major coursework project (60%). A2 Design and Technology follows the same assessment format used in the AS level.

### IB LEVEL

Exam results

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	5	40	40	20				100	6.20	4.96
(SL)	1			100				100	5.00	4.11
5 year (HL)	8	25	37.5	37.5				100	5.88	
(SL)	8		12.5	50	12.5	25		62.5	4.50	

Diploma Programme Design Technology is based on a model of learning that incorporates knowledge, skills and design principles in problem-solving contexts, while at the same time maximizing the use of local and readily available resources. **It assumes no previous experience in either technology or design.**

The majority of students will have little or no experience of formal courses in technology at the start of the Diploma Programme. Consequently, standard level (SL) Design Technology is ideally suited to the non-science specialist. It can be used as a bridge between the sciences and the designed world around us.

Where students may be considering a University or College course in Science, Applied Science, Technology, Product Design or Engineering, the standard level (SL) and higher level (HL) courses may be taken in conjunction with any other course in group 4. Diploma Programme Design Technology then provides such students with the opportunity to deal with realistic problems and to synthesize appropriate solutions using the processes practised during the course, in particular through the design project.

The department is housed in a purpose built block of three rooms – two as multi-material workshops and one as a design studio/CAD/CAM centre. The department also has a small display studio set aside specifically for sixth form use. This room displays exemplar projects from former students as well as examples of inspiring work sourced from established links with recognised professional design studios.

### Department:

Mr M Harrison BEd, Head of Department  
Mr G Batchelder MEng

Mrs L Pedlingham BA

## DRAMA

Drama at VIth form is about transformation. It is the application through energy and imagination, to frame, reflect, expose, critique and speculate. The courses emphasise the importance of working individually and as a member of an ensemble. Students are encouraged to become aware of their own perspectives and biases and to learn to respect those of others. Drama at VIth form allows students to explore and to challenge established notions and conventions of theatre.

### A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	6	33	50	17				100	83
5 year	36	31	33	19	17			100	64

### ***Drama and Theatre Studies 1241/2241 AQA***

At both AS and A level students are required to show knowledge and understanding of how performers, designers and directors communicate meaning to an audience. They need to attain the ability to form judgements about live theatre and to work on their performance skills to the creation and realisation of drama. They will have to have the ability to work creatively and collaboratively to achieve dramatic intentions. At AS, students are required to show knowledge and understanding of how two published plays may be interpreted on stage as well as examining the work of at least one influential practitioner. Practical realisation of sections of a student selected play will be required with supportive notes. At A level, students will study two more published plays, make connections between theory and practice and take a directorial overview. They will also have to present a piece of devised drama with supportive notes.

At AS, there is one written module worth 60% (30% of A Level) of 1 hour thirty minutes where students have to answer two questions: A response to live theatre and a response of a set text. The second unit is the presentation of an extract from a play. (40% AS, 20% A level). At A2, a 2 hour written paper requires the students to answer questions on 2 more set texts (30%) and a practical module where they have to present a piece of devised drama. (20%)

### IB LEVEL

Exam results

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	4		50	50				100	5.50	4.39
5 year (HL)	16		38	56	6			94	5.31	
(SL)	2			100				100		

### ***Theatre***

At the core of the Theatre course, lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis – all of which will be achieved through practical engagement in theatre. Theatre at IB contains four interdependent components: Theatre in the making, Theatre in performance, Theatre in the World and The independent project. Students will also be required to keep a journal as a means of recording their personal growth in theatre. The Theatre course at both HL and SL requires no previous experience in Drama, however an active interest and a willingness to participate practically would be necessary.

### **Department:**

Ms C M Ballantyne MA, Head of Department

Mr J Caldicot DipSM (CSSD)

Mrs L Marshall-McBain BA

# ECONOMICS

Economics is broadly divided into two main areas. Microeconomics deals with the actions of individual firms or markets. These concepts are introduced through the use of market supply and demand analysis. Questions of interest apply the theory to reality, through contemporary issues such as: *government policy to reducing household waste; subsidies and the arts; and how to tackle rising petrol prices*. The second main area, Macroeconomics, deals with the whole economy. Students analyse changes to the economy, by applying economic theory to current problems and issues. For example: How the government should tackle unemployment; and *the effects of rich countries relaxing laws controlling immigration*. Many students study Economics with a view to continuing to university level or careers in government or in the city/financial and corporate roles.

## A LEVEL

Ardingly started this course in 2007, with the first exams being taken in 2009. It is taught by the staff teaching the IB equivalent (results below)

## A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	12	17	25	50		8		100	42
5 year	12	17	25	50		8		100	42

## Economics, 2141, AQA

At AS, students undertake two units. The first, Markets and Market Failure, gives students the tools for Economics enabling them to analyse changes in markets. They then consider the true social costs of markets and evaluate the ways governments can intervene to solve problems. For example, government efforts to reduce pollution or provide services such as public health care. The second unit, The National Economy, looks at how the macro economy works including issues such as inflation and unemployment. Finally, the course considers the effectiveness of a government's attempt to manage the economy.

At A2, students extend their Microeconomic knowledge by studying individual firms using Business Economics and the wealth gap (distribution of income). Then, in their second unit, the Macroeconomics is extended to consider the national economy in more depth and also the international economy.

## IB LEVEL

Exam results

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	11	55	27	18				82	6.18	5.08
(SL)	3	33	67					100	6.33	5.18
5 year (HL)	23	30	48	13	9			91	6.00	
(SL)	28	14	57	14	11	4		85	5.68	

## Economics (Higher Level or Standard Level)

IB Economics encourages students to apply economic theory to current problems and issues. International perspectives, which feature a respect for and understanding of the interdependence and the diversity of different economies in the developing world, are also an important feature of the course. The course is broadly divided into four main areas: Microeconomics, dealing with the actions of individual firms or markets; Macroeconomics, dealing with the whole economy; International Economics; and Development Economics.

## Department:

Mr D Davies BSc, Head of Department

Mr M Threadgold BSc

## ENGLISH

There is only one absolute pre-requisite for studying English Literature at an advanced level: a love of reading. If you have a passion for the written word, a fascination for the way writers express ideas and you love reading, then you will do well in this subject. All the courses offered here involve a study of texts from a wide range of authors and across the three genres of prose, poetry and drama. The analytical skills developed during the course, as well as knowledge of texts from the literary canon, are attributes that are of tremendous worth in the wider world. Sensitivity towards language is invaluable on any higher education course or workplace.

### A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	6	17	66	17				100	83
5 year	49	24	29	29	12	6		100	53

### *English Literature B, 2745, AQA*

The AS course involves a study of narrative and tragedy. The unit on narrative encompasses a range of novels and poetry from different centuries but it is a requirement to study at least one modern novel (written after 1990) so this is an excellent opportunity to look at contemporary fiction as well as some of the more traditional novels that appear on examination syllabuses. Two plays are studied in the tragedy unit: one must be by Shakespeare but the second play is likely to be a modern work such as Tennessee Williams' *A Streetcar Named Desire*. Six texts are studied but an enthusiasm for wider reading is an expectation of students at this level.

The A2 course builds on the work done at AS and introduces the most important concepts of modern literary theory. It is likely that gothic will be the genre studied for Paper 3 as this has been a popular choice for students in the past. The final unit is entitled 'Further and Independent Reading' and provides tremendous scope for a student to negotiate a topic of study. This is a challenging but exciting part of the examination that allows students to explore their own literary interests. As such, it is an ideal bridge between studying English Literature in the VI Form and at university.

### IB LEVEL

Exam results

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	12	50	50					100	6.50	4.70
(SL)	19	5	48	42	5			95	5.53	4.94
(A2 SL)	14	14	58	28				100	5.86	5.38
5 year (HL)	54	37	37	24	2			98	6.09	
(SL)	74	11	42	38	8	1		91	5.53	
(A2 SL)	64	5	64	31				100	5.73	

The IB Higher and Standard Level courses are very similar in their scope and outlook. There is a greater emphasis on the study of World Literature texts which is a reflection of the international perspective of the IB as a whole. Students will encounter a range of texts from different genres, periods and continents. Close analytical skills are developed throughout the course and there are many opportunities for both breadth and depth in the study of literary texts on this course.

### Department:

Mr A T Smith BA, MA. Head of Department

Dr M Klinge MA, PhD

Mr J Lambert BA

Miss J O'Neill MA

Mr I J Silk BA

Mr J Winter BA

# GEOGRAPHY

Geography is at the interface of the humanities and the sciences; it is a social science that examines the manner in which people live, are distributed and interact with their environment. It also has an applied dimension: through the critical evaluation of spatial processes it helps decision-makers in planning and development at a variety of geographical scales. It also plays a crucial role in fostering international understanding and a respect for different cultures.

## A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	8	13	25	25	25	12		100	38
5 year	25	16	28	24	28	4		100	44

## GCE Geography, 3201, WJEC

The specification encourages students to understand their own lives in a global context and to understand the vital, complex and inter-related issues they will face in their lives such as climate change, poverty and deprivation, global shifts in economic power and the challenge of sustainable resource use. Important concepts and processes are studied in locations at the local, regional, national and global scales.

At AS level, *Changing Physical Environments* centres upon the dynamic systems of climate and landform change, and how people react to and manage those changes. The focus of *Changing Human Environments* is placed upon the dynamic system of changing settlements and introduces the complex theme surrounding population change. At A2 level, students are introduced to a range of Physical and Human Geography specialisms. At the heart of *Contemporary Themes and Research in Geography* students have the opportunity to research a pre-issued topic area from one of ten research themes. *Sustainability* draws attention to the complexities of managing resources to ensure a sustainable planet.

## IB LEVEL

Exam results

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	3	33	67					100	6.33	5.12
(SL)	1		100					100	6.00	4.39
5 year (HL)	13	54	46					100	6.54	
(SL)	14	29	42	29				100	6.00	

## IB Geography

The International Baccalaureate course covers a variety of major local and international issues. Students are expected to recognise and appreciate the interaction between people, place and the environment, and to understand the social, economic and political interdependence of peoples. Students will recognise and appreciate the relevance of geography to contemporary world issues, understand the use of human and physical resources and evaluate the management strategies involved.

Students are required to develop a number of geographical skills which are introduced and developed throughout the syllabus as appropriate to the themes. These include the ability to interpret, analyse and produce maps and graphs; undertake statistical calculations to show patterns and changes; and undertake geographical investigation, including a written report for internal assessment based on fieldwork. For both Standard and Higher Level, the study of the core theme is compulsory and involves *Patterns and Change*. For Standard Level, the study of two *Optional Themes* is required whilst for Higher Level, the study of three *Optional Themes* is required. In addition, Higher Level students will also sit an extension paper titled *Global Interactions*.

## Department:

Mr D Bennetts BSc, PGDip, Head of Department.

Mr R Bool, BA, MBA

Mrs C Jackson, BA

Miss A Hawkins, BA

Mr D Rabbitte, BA

# HISTORY

## **Why study the subject? What is interesting about the subject? Why is it good preparation for students beyond sixth form?**

History continues to be one of the strongest Sixth Form subjects. It is very well regarded by universities and it links to a broad range of subjects and career paths. The study of History will provide students with a broad range of skills that should allow them to comprehend arguments from a wide range of viewpoints, whilst still being able to come to conclusions of their own. By gaining a detailed sense of the past, it allows individuals to better understand the present society in which we live. The course will challenge you to assess differing interpretations of events and people, filtering out the relevant from the irrelevant and be able to present logical coherent argument both in a written and verbal form.

### **A LEVEL**

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	22	10	45	23	22			100	55
5 year	74	12	33	31	23	1		100	45

### **History, 8HI01/9HI01, Edexcel**

The new A Level syllabus will offer students some exciting and challenging topics to face over the two year course.

The AS course covers two units. Unit 1 reviews historical themes in Russia across a breadth of time and will challenge candidates to assess the historical significance of events, ideas, attitudes and beliefs and how these influenced behaviours and actions. Unit 2 will focus on British history and will allow for an in-depth study to explore attitudes, beliefs and structures of society.

The A2 is slightly different in style; the first unit will assess the challenges to the German political structure over a broad period. The second unit is the Historical Enquiry which is a research piece akin to a dissertation at university. Students will address aspects of a chosen theme over a period of 100 years. They will examine the short-term significance of an individual, movement or event, as well as the factors affecting change throughout the whole period. (*Edexcel Specification 2007*)

### **IB LEVEL**

Exam results

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	16	12.5	50	25	12.5			87.5	5.63	4.98
(SL)	6	34	50	16				100	6.17	4.67
5 year (HL)	65	20	46	29	5			95	5.82	
(SL)	46	17	31	41	11			89	5.54	

### **20<sup>th</sup> Century World History**

The IB courses approach the study of History in a very thematic manner. At both SL and HL students will be challenged to review cause and consequence of a wide range of events across the 20<sup>th</sup> Century.

The SL course consists of two examination papers and a coursework unit. The examination content addresses a range of major global political, social, economic and military events over a broad period of time and students will be expected to draw links and make comparisons between them. The coursework element allows for individual choice of topic and is a research enquiry.

The HL course covers all of the SL elements plus an extension examination. HL candidates will achieve a more detailed understanding of the period and will review a broader range of topics.

### **Department:**

Mr M Jennings LLb, MA, Head of Department  
 Mrs S Bowen BA  
 Mr C J Parke MA  
 Mr J M Shaw BA

## IELTS

Foreign students entering the Sixth Form to study an A level programme can normally expect to receive two hours of English tuition a week, leading to an IELTS examination, taken in May of the Lower Sixth year. IELTS (International English Language Testing Scheme) is one of the preferred examinations required by universities for foreign students, even those with a qualification in English at GCSE level, to offer as part of their entry requirement. The examination is externally tested at centres in over 100 countries. The current cost at the Brighton centre is approximately £125.

Lessons are taught in small groups and cover the four modules: Listening, Reading, Writing and Speaking. The Coursebook used is *Focus on IELTS*, by Sue O'Connell, and is supplemented with other advanced material. Additionally, students are encouraged to read extensively, particularly academic journals. The course provides students with the necessary skills to use for study purposes in higher education.

**Department:**

Mr R A King BEd, MA, Head of Department

Mrs P Humphreys BA

# LATIN

Latin is still highly regarded by the best universities and by the professions. It is a foundation and companion to the study of English and modern foreign languages. It is a door through which can be visited the cultural achievements of the Romans in whose language, thoughts and achievements so much of our own European civilisation is rooted. Also, Latin is respected for its intellectual rigour; such a language demands careful observation, a blend of accuracy and idiom, and clarity of thought.

A good student of Latin will be able to think clearly, communicate effectively and will have a broad cultural awareness, essential in a multi-racial and Europe-orientated society. Thus Latin is a useful preparation for most careers but especially research, teaching, librarianship, museums, civil service, local government, law, management, personnel, public relations and accountancy.

Useful aptitudes for studying Latin are: the confidence to participate in discussion and the self-motivation to explore issues through wider reading; a mind that enjoys problem-solving and the satisfaction of producing accurate answers; an interest in language, its content, its structure and ways of manipulating it. A willingness to discover and respond to Roman thought as expressed in a wide variety of literature, both prose and verse.

## **A LEVEL [Prospective candidates should check availability]**

### **OCR Advanced GCE in Classics: Latin [H439]**

For AS, you will be presented with some poems of Ovid and speeches of Cicero to improve your linguistic skills and enable you to translate an unseen passage of Latin. How does a poet describe the change of an old married couple into trees or a self-admiring boy into a flower? What rhetorical tricks can persuade, influence or trick a jury to return the verdict you want?

For A2, you can follow Catullus' love affair or laugh at his witty observations of life in upper class Rome; you can follow the epic story of Aeneas or learn the writing of History from reading the accounts of Livy or the cynical assessments of Tacitus.

### **IB [Prospective candidates should check availability of HL]**

Exam results

	Entries	%7	%6	%5	%4	%3	%2	%7,6,5	Av Grade School	Av Grade Worldwide
5 year (SL)	2	50	50					100	6.50	

### **Classical Languages: Latin**

Both SL and HL require the study of either Ovid or Cicero to provide the basis for a translation paper for which dictionaries are allowed. Candidates also study authors from two of the following five genres: Elegiac and Lyric Poetry, Epic, Historiography, Letters and Satire. For 20% of their final mark, candidates must compile a Research Dossier, an annotated collection of primary source materials on any aspect of Classical history, religion, language, mythology, art or archaeology.

#### **Department:**

Mr J H S Witherington BA, MLitt

# MATHEMATICS

Mathematics is an intellectually challenging and surprisingly elegant system of ideas and methods. It is also an important tool for the sciences. Mathematics often demands perseverance and ingenuity, but can reward this with a real sense of mental satisfaction. Mathematics comprises of numerical, data handling, algebraic and spatial concepts and techniques that can be applied to a wide range of abstract and concrete scenarios. It is consistently placed as the most desired sixth form subject by employers as it provides a basis for the many careers such as engineering or architecture that demand clear, logical thought, dedication, and the ability to solve problems including those requiring lateral thinking skills.

## A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	14	79		7	14			100	86
5 year	59	64	12	12	7	5		100	76

### **A Level Mathematics (7890), AS Mathematics (3890) OCR .**

For AS Mathematics (3890) students cover two core Pure Mathematics units and one unit in either Statistics, Mechanics or Decision Mathematics. Pure Mathematics covers topics in algebra, spatial computations and calculus. In Statistics students develop more advanced skills in data handling and investigate basic probability distributions. Mechanics covers the basics of forces, motion and equilibrium. Decision Mathematics looks at algorithms for solving optimisation problems that might occur in business.

For A Level Mathematics (7890) students are required to take six units; four core Pure Mathematics units and two applied units from either Statistics, Mechanics or Decision Mathematics.

## IB LEVEL

Exam results – Mathematical Studies

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (SL)	11	18	18	46	18			82	5.00	4.61
5 year (SL)	59	7	29	39	21	3	1	75	5.10	

### **Mathematical Studies: Standard Level**

This course is designed to cater for students from varied backgrounds and abilities. It consists of eight core topics which develop some ideas from IGCSE/GCSE but introduce significant new work. Some of these areas do require the development of a good level of computational and algebraic skill. Students also develop their facility with using Graphical Display Calculators. The course consists of a compulsory piece of project work.

## IB LEVEL

Exam results - Mathematics

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	4	25		75				100	5.50	4.40
(SL)	34	9	15	29	29	18		53	4.68	4.45
5 year (HL)	30	17	36	27	10	10		80	5.40	
(SL)	104	8	19	29	23	15	3	59		

### **Mathematics: Standard Level**

This course is intended for students of good mathematical ability who wish to support a scientific subject at Higher Level or who intend to follow future studies which require some more advanced mathematical techniques than those offered in the Mathematical Studies course. Also, for some countries such as Germany, this is the minimum level of IB Mathematics course necessary for entry to university. This course has a high algebraic content requiring good basic skills and there are eight core topics and a portfolio of two coursework assignments. Students develop their facility with using a Graphical Display Calculator as required by one of the final exam papers, the other paper being non-calculator.

**Mathematics:****Higher Level**

This course is designed for students with a very strong background in Mathematics and should only be considered by able students with a real interest in the subject, or those who need mathematics for proposed university studies and who have a real chance of obtaining an A\* or equivalent at IGCSE/GCSE. There are eight core topics (e.g. covering algebra, probability, trigonometry), one extension topic and a portfolio consisting of two coursework components worth 20% of the final mark. External assessment for this course is by three written papers: Paper One and Two (each 2 hour papers worth 30% of total mark) both consist of a mixture of short questions and long questions, with Paper One being calculator free. Paper Three (20%) is a one hour paper covering an extension topic that is typical covered in the penultimate term of the course.

**A LEVEL**

Exam results – Further Mathematics

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	6	100						100	100
5 year	28	64	11	18	7			100	75

**Further Mathematics (7892) , AS Further Maths (3892), OCR .**

The AS Further Maths course (3892) covers three additional units in Further Pure Mathematics, or a combination of one of these units with two Applied Mathematics units.

For Further Mathematics (7892) students are required to take six units in addition to the six for A Level Mathematics; three Pure Mathematics and the other three units from Statistics, Mechanics or Decision Mathematics. Each unit extends ideas already seen at A-level and introduces a variety of new topics.

**Department:**

Mr P Joseph MA, Head of Department

Miss N Burns BSc, Assistant Head of Department

Mrs A Crook BSc, MSc

Mr A Levenger BA

Miss S Pugh BSc

Mr N Wriglesworth BSc

## MODERN LANGUAGES

### **AS and A2 French, Spanish, German, Mandarin, Italian, Russian**

*Modern Languages are clearly some of the most useful subjects that one can study as their practical application is evident all around us. The study of a language broadens your horizons and opens up a world of opportunity - in terms of both work and leisure.*

It is quite clear that the countries of this world are coming closer together as companies strive for a global dimension and as we become aware of the common challenges we face. To learn a modern foreign language is to place oneself in a position of being attractive to such employers and is an indication of an open and adaptable mind. Culture has an impact on behaviour and the economy and senior positions in many jobs will require the ability to understand foreign attitudes and market conditions. As a linguist, you also become a communicator; you will enjoy representing both your own country and the foreign country so that understanding ensues. Learning a language is an exciting pathway into different ways of seeing the world and is always fun to learn.

Languages are a good preparation for careers such as Law, The Civil and Diplomatic Services, Accountancy and Merchant Banking. Many universities offer International Business and require a language. Having a language at A Level is a most useful skill to include on your CV.

### **A LEVEL**

#### Exam results - French

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	6	50	17	17	16			100	67
5 year	23	35	17	26	13	9		100	52

#### Exam results - German

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	1				100			100	
5 year	4	50		25	25			100	50

#### Exam results - Spanish

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	1	100						100	100
5 year	15	20	40	33		7		100	60

### ***French, German and Spanish Advanced Subsidiary and Advanced GCE, AQA Board: Unit 1: Listening, Reading and Writing; Unit 2: Oral; Unit 3: Listening, Reading and Writing; Unit 4: Speaking***

The Advanced Subsidiary syllabus is an exciting mixture of topics dealing with modern issues which provide a platform for increasing speaking, reading, listening and writing skills. Our aim is to raise student's vocabulary base and confidence to the point where they can freely discuss adult issues in the FL. The oral involves discussion of a topic chosen by the student and a role-play which develops marketing and communicative skills. Writing is tested in short tasks including the transferral of meaning from English to the FL.

The second year (the Advanced GCE or A2) is also topic-based and lessons will be conducted exclusively in the target language. Articles will be longer and candidates will learn how to develop their ideas at greater length. Students will learn how to develop and evaluate information and will be taught how to construct an essay in the FL.

Both courses are taught in a multi-media environment with state of the art equipment, including a digital ICT language suite. Sixth Form study trips have been arranged regularly in recent years to Limoges and Salamanca.

### ***International Baccalaureate***

#### ***French, Spanish and German at Higher and Standard Level (Language B)***

The study of a foreign or classical language is a compulsory part of the IB programme at either Higher or Standard level. The Standard and Higher level courses are both demanding and rewarding and at both levels you will have the opportunity to increase your competence in the written and spoken language and also to develop a knowledge and interest in the culture of the countries where your chosen language is spoken.

You will broaden your vocabulary, develop your comprehension skills, consolidate and develop your knowledge of grammatical structures and become confident in expressing yourself both verbally and in a variety of written contexts. The courses are academically rigorous but we also aim to develop a real enthusiasm for and enjoyment of the languages in our students.

The Standard and Higher Level IB courses in French, German and Spanish cover a very wide ranging list of topics, ranging from up to date current affairs to ethical issues to film and literature. At both Standard and Higher levels the written exams comprise 70% of the exam. Higher Level students are required to write longer essays (400 words) as to the 250 words demanded at Standard Level and the breadth and depth of their language is greater. Higher Level students will also study more literary texts than those at Standard Level.

The oral component, which constitutes 30%, is assessed during the 2<sup>nd</sup> year of the course and candidates are required to participate in both group discussions (15%) and an individual oral exam (15%). We encourage all students to spend some time in the 'Target Language' country in order to develop their oral fluency.

## IB

### Exam results-French

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	8	25	50	25				100	6.00	5.22
(SL)	14	7	28	44	14	7		79	5.14	4.72
5 year (HL)	37	35	38	22	5			95	6.03	
(SL)	44	16	27	46	9	2		89		

### Exam results-German A1

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	12	17	58	25				100	5.92	5.37
5 year (HL)	61	26	44	28	2			98	5.95	

### Exam results-German B

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	1				100				4.00	5.20
5 year (HL)	7	29	29	29	13			87	5.71	
(SL)	7	14	43	29	14			86	5.57	

### Exam results-Spanish

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	2	50		50				100	6.00	5.46
(SL)	9	11	67		11	11		78	5.56	4.69
5 year (HL)	11	55	36	9				100	6.45	
(SL)	28	14	50	14	18	4		78	5.45	

## **Mandarin & Spanish Standard Level Language ab initio (Group 2 Second Language)**

### **Spanish Standard Level ab initio**

This is a demanding course available to those who have little or no previous experience of the language. It is essentially a 'beginners' course in which students are required to reach a good standard of fluency at the end of the 2 years of study. Whilst the level required is not as high as that of Language B Level, this should by no means be considered a 'soft option' as the breadth of vocabulary and the volume of grammar to be studied requires considerable dedication on the student's part, if they are to be successful.

Students cover a range of topics about themselves and the world that they live in. They study all of the basics of Spanish grammar, including a wide variety of tenses and they learn to express themselves effectively in both writing and speech.

The written papers comprise 70% of the final mark and students are required to undertake a variety of reading comprehension tasks and to write 2 short pieces and a slightly longer piece of around 120 words.

The oral component, which constitutes 30%, is assessed during the 2<sup>nd</sup> year of the course and candidates are required to participate in both group discussions (15%) and an individual oral exam (15%). We encourage all students to spend some time in the 'Target Language' country in order to develop their oral fluency.

### **Mandarin Standard Level ab initio**

This is a demanding 2 year course for students with little or no previous experience of learning Mandarin. The objective of the course is for students to achieve communicative competence in a variety of everyday situations using the four languages skills while developing an awareness of elements of Chinese culture. Topics covered include the individual, education and work, business and services, food, leisure and travel, environment, and health and emergencies. As Mandarin is not an alphabetical language, considerable effort and dedication on the student's part are required in order to master the Chinese orthography so that students can gain a full understanding of the breadth of vocabulary and the volume of grammar to be studied. . Students will need to learn a minimum of 40 characters a week.

The written papers comprise 70% of the final mark and students are required to undertake a variety of reading comprehension tasks and to write one short piece in response to one of the comprehension texts and two longer pieces of around 80 and 150 characters. All questions and instructions in the paper will be in Mandarin characters only.

The oral component, which constitutes 30%, is assessed during the 2<sup>nd</sup> year of the course and candidates are required to participate in both interactive oral activities (15%) and an individual oral exam (15%). We encourage all students to spend some time in China in order to develop their oral fluency.

### **IB LEVEL**

#### **Exam results-Spanish ab initio**

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (SL)	3	67		33				100	6.33	4.89
5 year (SL)	30	30	10	30	13	17		70	5.23	

#### **Department:**

Mr R M Watson BA. Head of Department  
 Mrs F Handcock (Italian)  
 Dr J Y Huang MA, DPhil, Part Time Mandarin  
 Mr H Hyde MA, MLitt, French and German  
 Mr R A King BEd, MA, French  
 Mrs S C Martirosian BA, French and Spanish  
 Miss R Moral MA, Spanish  
 Mrs L Phillips COU, Spanish  
 Miss L Powell BA, Head of Spanish  
 Miss M Shaikh BA, French and Spanish  
 Mrs N Slepova (Russian)  
 Mr H H Thomson BA, French and German  
 Mrs A Weston CAPES Agrégation, French

# MUSIC

Music contributes to the development of pupils and to the school curriculum by providing a powerful and distinctive form of communication and expression. It develops the ability to focus listening and analyse what is heard; it introduces pupils to different forms of music-making and encourages objective judgement of musical quality; it stimulates the acquisition of the skills, attitudes and attributes needed for life such as listening skills, concentration, aural memory, presentation and teamwork, and it develops creativity, risk-taking, intuition, sensitivity, perseverance and a sense of achievement and enjoyment.

## **AS/A Level Music, H142 H542 OCR**

This specification extends the GCSE skills of Performing, Composing and Appraising in ways which emphasise their interdependence. There are no limits on the instruments (or voices) and types of repertoire which may be presented in performance, and the study of the widest possible range of music, including folk, popular and classical traditions of non-Western origin as well as those of jazz and Western classical and popular traditions, is encouraged.

In the AS year, candidates perform solo (on any instrument or voice) a programme of pieces; submit a portfolio representative of work undertaken throughout the course which demonstrates their developing compositional skill; and sit an exam to demonstrate skills of aural perception that allow them to recognise, describe and compare techniques and effects within selected extracts of music.

In the A2 year, candidates perform a focussed recital as a soloist, or as a member of an ensemble; submit a portfolio representative of composition work undertaken throughout the course; and in the Historical and Analytical Studies exam demonstrate their knowledge and understanding of the two Areas of Study, Tonality and Interpretation.

## **IB Music**

The IB course allows candidates to deepen their understanding of the nature of music, how music is constructed, its context in society as well as increasing their practical skills both in composing and performing.

At Higher Level all candidates must submit three pieces of coursework, each between 3 - 6 minutes in length, with recordings and written work plus a solo recording selected from pieces presented during one or more public performance(s). At Standard Level students choose one of the following options: two pieces of coursework, each between 3 - 6 minutes in length, with recordings and written work, or a 15 minute solo recording selected from pieces presented during one or more public performance(s), or a 20-30 minute ensemble recording selected from pieces presented during two or more public performances.

In addition, all candidates study two prescribed works, Mozart's Symphony No. 41 (Jupiter) and Copland's El Salón México, and study a course of listening which prepares them for a selection of extracts of music which, in the examination, they must analyse and contextualise. The final element which all candidates undertake is the Musical Links Investigation, where students write a media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures.

## **IB LEVEL**

Exam results

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (SL)	1	100						100	7.00	4.42
5 year (SL)	2	50	50					100	6.50	

## **Department:**

Mr R C J Costin MA, FRCO, ARCM, Director of Music  
 Mr S Smith BMus, PgRNCM, Head of Prep School Music  
 Mr D J Jameson, MA, GTCL

# PHYSICAL EDUCATION

The department has continued to follow the new OCR AS and A2 syllabus. This, with the new changes in structure, will allow the pupils to progress with consistency from their GCSE studies to the increased demand and content of the A level. It is a dynamic and contemporary course that covers many skills and areas of interest. It would suit those pupils who have already studied PE at GCSE level, but this is not a prerequisite for entrance to the course. Lessons are both theoretically and practically based. They also include a commitment to personal performance improvement by taking major sport during games lessons. At A2 level, opportunity is given for focused study in a particular area of interest; Historical Studies, Comparative Studies, Sports Psychology, Biomechanics and Exercise and Sport Physiology. Also at A2 level, candidates have the chance to focus on a single practical activity. These new specifications are excellent preparation for students wishing to progress to degree level study in both Physical Education and Sports Studies.

## A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	9			56	22	22		100	
5 year	42	2	17	31	26	24		100	19

## OCR Physical Education G451, G452 (AS) and G453, G454 (A2)

### AS Units

Opportunity is given for AS candidates to experience activities from across different activity profiles in the roles of performer, coach/leader and official. The assessment for this paper takes the form of a two hour written exam as well as being assessed in two physical activities. This question paper has **three** sections, covering wide ranging issues such as anatomy and physiology, acquiring movement skills and socio-cultural studies that affect participation in physical activity.

### A2 Units

Under the new specification, the Advanced GCE is made up of **two** mandatory units at AS and **two** further units at A2. Unit G453: *Principles and concepts across different areas of Physical Education*, which is externally assessed, and Unit G454: *The improvement of effective performance and the critical evaluation of practical activities in Physical Education*, which is externally set, internally assessed and externally moderated.

### Department:

Miss A D Mote BSc, Head of Department  
Miss J A Gall, BEd  
Mr N A Gutteridge BEd, Director of Sport  
Miss H Sandiford BSc  
Mr N J Tester BSc

# PHYSICS

Physics students are highly sought after in areas of research, finance and education. The Physics courses at Ardingly College are experimentally based and allow the student to acquire an in depth understanding of the principles of Physics. Throughout the programme of study, students are encouraged to develop an ability to analyse, evaluate and synthesize scientific information, whilst enhancing their experimental and investigative skills. The students are encouraged to use the Ardingly Observatory and take part in the *HeadStart* pre-university trial week. Trips are organised annually to CERN and to visit the Diamond Synchrotron.

## A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	11	73	9	9	9			100	82
5 year	42	48	19	21	7	5		100	67

## GCE Physics A (2450)

Ardingly College has decided to undertake the new AQA Physics A-level syllabus. The course provides a smooth transition from the AQA GCSE syllabus. This A-level develops interest and enthusiasm for the subject, illustrating how Physics contributes to the success of the economy. The course is practically based, which allows the student to develop their appreciation of Physics. The course is divided into six units with the student undertaking three units in each sixth form year. In the first year, fundamental particles and mechanics are studied and an investigative and practical skills evaluation is undertaken. This practical paper is based on the GCSE ISA model. In the second year, the units studied include, fields and forces and an options paper on either medical imaging or astronomy. In addition, investigative and practical skills are assessed.

## IB LEVEL

Exam results

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	10	10	50	20	20			80	5.50	4.63
(SL)	3		33	67				100	5.33	4.09
5 year (HL)	50	20	38	22	20			80	5.58	
(SL)	10	10	30	40	10	10		80	5.20	

The IB course covers topics such as mechanics, thermal physics, oscillations and waves, electric currents, fields and forces, atomic and nuclear physics and energy power and climate change. The higher level option allows a more detailed study of the above and allows the interesting areas of quantum mechanics, nuclear and digital technology to be explored. There is a wide range of options available for both the standard and higher levels including astrophysics, fundamental particles and medical physics.

## Department:

Dr A I Spiers BSc, PhD, AKL, Head of Department

Mr S R Allen BSc, MA, Director of Studies

Miss M B McDonnell, TCert

Mr I Zharkov BSc, MSc

# PSYCHOLOGY

Psychology is an exciting science that is concerned with understanding the *mind, behaviour* and the *experience* of individuals: that presents both insights and challenges. The main challenges are concerned with trying to understand the complexity and subtlety of the mind, and trying to explore this by using and developing sometimes ingenious scientific methods that are both necessary and sufficient for the task.

Because human behaviour is also so complex, Psychology has tended to use a number of different approaches to try to explain it. Each approach takes a different perspective on the individual, has its own history and research and tends to utilise different methodology. The different approaches also have different applications. Psychological insights are applied to and overlap with Biology, Social Sciences; Education and Medicine. Psychological knowledge also contributes to other branches of knowledge, for example, Artificial Intelligence, Criminology and Counselling.

## A LEVEL

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	13	15	15	54	8	8		100	30
5 year	43	28	26	32	7	7		100%	54

### **Psychology A, AQA(A)**

Psychology is a popular course which provides an introduction to the breadth and diversity of the science.

#### **Psychology 1181**

Psychology AS level gives students an introduction to research from many approaches (Biological, Cognitive, Psychoanalytic, Humanistic, Behavioural, Social and Developmental). A central aim is to give students an understanding of how science works, encompassing the diversity of research and research methods such as observation, measurement and experimentation, including the ethical issues involved (Ardingly Sixth Form handbook 2008).

#### **Psychology 2181**

In Psychology A2, a range of topics are studied in more depth with an emphasis on 'Psychology in action' that considers recent research and how the science may be applied in practice. In addition, this course aims to develop critical analysis skills, for example developing an understanding of the strengths and limitations of psychological research and scientific method (Ardingly Sixth Form handbook 2008).

#### **Department:**

Dr P George BA, DPhil, Head of Department

## RELIGIOUS STUDIES AND PHILOSOPHY

**Religious Studies and Philosophy** are subjects which deal with the big questions in life about which philosophers and theologians have been puzzling for thousands of years. These can be summarised into three questions: How did we get here? How should we live? Where are we going when we die? Both subjects are highly valued by universities and employers looking for people with alert minds, who can analyse ideas quickly, explain complex ideas accurately and present reasoned arguments eloquently. They equip students with the skills to manage and negotiate with people as well as being able to evaluate ideas. They are of particular benefit for anyone intending to work in business, management, law, medicine, journalism, media, teaching, or politics.

### A LEVEL Religious Studies

Exam results

	Entries	%A	%B	%C	%D	%E	%U	% pass	% A/B
2009	3	100						100	100
5 year	47	53	28	15	2	2		100	81

### Religious Studies, H572, OCR

Religious Studies is a popular course with a proven record of academic success, which covers two main areas of study spread over AS and A2:

Philosophy of Religion is a lively, dynamic subject for anyone who's ever thought about questions such as: Can you prove that God exists, and what is God? Do miracles happen? If they do, then why would God perform them on some occasions and not others? Is it possible to accept that God exists given the existence of evil and suffering in the world? Are science and religion enemies or allies?

Ethics considers the challenges that face contemporary society. A range of ethical theories is studied which tackle such questions as: Is there such a thing as right and wrong and are some codes of behaviour more justifiable than others? The approaches of major philosophers are studied and applied to a number of specific issues such as war, sexual ethics, genetic engineering, environmental and business ethics.

### IB Philosophy

Exam results: First year through was 2008

	Entries	%7	%6	%5	%4	%3	%2	% 7,6,5	Av Grade School	Av Grade Worldwide
2009 (HL)	6	17	66	17				100	6.00	5.05
(SL)	5	20	40	40				100	5.80	4.77
2 year (HL)	13	23	69	8				100		
(SL)	5	20	40	40				100		

We analyse the following questions: Are mind and body different? Is there such a thing as human nature? Could animals and machines be persons? Are we free to choose? What is the human condition? Do universal moral principles exist or are they relative? Are some virtues more important than others? Is an action right if it produces the greatest good for the greatest number of people? Are some rules never worth breaking? Where do morals come from? Is morality a question of individual choice? How should we respond to issues of medical ethics, environmental ethics and the distribution of wealth?

Students also consider Plato's text 'The Republic' which has been described as the most important book in western philosophy. Students also produce a piece of coursework on a topic of their choice and HL students complete an extra paper on an unseen philosophical piece of writing.

### Department:

Mr A Kendry MA, Head of Department  
 Mrs C Huxley MA, MPhil  
 Mr J Large BA.  
 Father David Lawrence-March BA  
 Miss L White BA, MA

# THEORY OF KNOWLEDGE

## ***IB Theory of Knowledge***

Theory of Knowledge (ToK) is a compulsory component of the IB Diploma and, therefore, all IB students follow this course. ToK is designed to get you to think about what you know and how you know it. It is unique in that it ties together the entire curriculum under the question 'How and what do we know?' It encourages students to use language clearly and precisely. Students are required to think about the nature of truth and about systems of knowledge in a wide range of subject areas. Students have to evaluate the basis on which we develop knowledge and sound judgement. The course takes place in three lessons per fortnight throughout the two years of the IB.

## **IB Exam results**

	Entries	%A	%B	%C	%D	%E	% pass	% A/B
2009	45	16	53	29	2		100	98
5 year	193	20	54	24	2		100	74

Theory of Knowledge requires students to think about the strengths and weaknesses of emotion, perception, reason and language as ways of knowing. Students also have to consider how these ways of knowing affect knowledge in Mathematics, Natural Sciences, History, Art, Politics, Religion and Ethics. Students consider questions like: when does a science become an art? What has music got to do with Mathematics? How do we use reason and emotion to make ethical decisions? Is perception more important than language as a way of knowing? As such, ToK is a holistic subject, unique to the IB Diploma, which underpins all learning. It is an abstract subject which some find easier than others but it is highly valued by universities and employers since it broadens the minds of students, forces them to analyse questions of knowledge from a variety of perspectives and it develops analytical and creative thinking.

Throughout the course students submit essays and write a journal which shows ToK thinking drawing upon their own wider reading and experiences outside the classroom. A final essay, chosen from a list of ten, is assessed externally and a presentation, chosen on any topic, is assessed internally.

## **Department:**

Mr A Kendry MA. Head of Department  
Mr R Bool BA, MBA  
Mrs C Huxley MA, MPhil  
Mr J Large BA.  
Miss L White BA, MA

# EUROPEAN COMPUTER DRIVING LICENCE

The ECDL (ICDL outside Europe) is an internationally recognised qualification which has been designed specifically for those who wish to demonstrate their competence in the use of IT. It was developed by the Council of European Informatics Societies (CEPIS), with the support of the European Commission. In the UK, the ECDL is administered by the British Computer Society.

## **Obtaining your ECDL**

- To qualify for the ECDL you have to pass a series of seven tests or modules as follows:
  1. Basic Concepts of IT
  2. Using the Computer and Managing Files (Windows)
  3. Word Processing (Word)
  4. Spreadsheets (Excel)
  5. Databases (Access)
  6. Presentation and Graphics (PowerPoint)
  7. Information and Communication (Internet Explorer & Outlook)

*All the tests are practical and online, i.e. you sit at a computer to do them. You will get an immediate result when you have finished.*

- When you have successfully completed all 7 tests, you will receive a certificate.

## **Studying for the ECDL**

You will have the opportunity to study for this course during your IT lesson. You can work at your own pace and when you are ready, you can take a test. You are strongly advised to work through the checklist and practice tests before taking the tests. For each module it is recommended that you:

- use the ECDL intranet site
- complete a paper test
- complete the online assessment
- take the test

Each test has a time allowance of 45 minutes.

You can find details of the ECDL syllabus and general information about the ECDL by visiting the ECDL Foundation website.